HumanAbility

25-007 CHC Case Management:

Consultation Summary Report

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Project background

CHCCSM013 Facilitate and review case management is a core unit in 3 diplomas however students cannot complete the required work placement due to regulatory requirements in at least 2 states. This barrier prevents students from undertaking Case Management roles without a minimum of a Bachelor level qualification, even in a student placement capacity.

Initially this project proposed one option of moving *CHCCSM013 Facilitate and review case management* to the elective bank of the 3 identified CHC diploma qualifications. These are:

- *CHC50321 Diploma of Child, Youth and Family Intervention*
- *CHC50421 Diploma of Youth Work*
- *CHC52021 Diploma of Community Services*

Various concerns were voiced by committee members which prompted further exploration of other options to address this issue.

Consultation on proposed options

Public and government consultation was conducted from Monday 18 November to Friday 20 December 2024 and has provided opportunities for stakeholders to provide feedback on three proposed options to address the current barriers with *CHCCSM013 Facilitate and review case management* as a core unit of 3 CHC diploma qualifications.

Option 1: Move *CHCCSM013 Facilitate and review case management* to the elective bank of the 3 identified CHC diploma qualifications, from which it is currently a core unit.

Option 2: Remove the 100h of work placement requirement and adjust the assessment conditions to allow for skills to be demonstrated in the workplace or in a simulated environment that reflects workplace conditions.

Option 3: Replace the core unit, *CHCCSM013 Facilitate and review case management* with *CHCCCS006 Facilitate individual service planning and delivery* which does not contain work placement hours and does not pose a barrier to students in any state.

Six virtual consultation sessions were conducted with a variety of stakeholders including employers from medium (20-199 employees) and large (200+ employees) organisations, members of peak bodies, relevant associations, state and territory government departments, and Registered Training Organisations (RTOs).

Outcome of consultation

Between November and December 2024, six virtual workshops were held, with 107 online registrations. A total of 44 attendees actively provided valuable suggestions during the conversations and were encouraged to complete an online survey. There were also 53 completed survey submissions received during the consultation period, of which 44 represented RTOs and 9 from other organisations.

Surveyed stakeholders were first asked if they agreed that proposed options 1, 2, and 3 were appropriate solutions for addressing this barrier. They were then asked to indicate which of the three was their preferred option. Stakeholders were also given an opportunity to suggest alternative solutions.

Stakeholders primarily agreed that Option 1 and 2 were appropriate, with 40 and 43 out of 53 surveyed stakeholders saying 'Yes' they are appropriate, respectively. Less than half (21) of surveyed stakeholders agreed that Option 3 is appropriate. The majority of surveyed stakeholders from RTOs agreed Option 1 and 2 were appropriate, with 33 out of 40 and 37 out of 43 respectively.

- Option 1 and Option 2 received majority support, with 40 and 43 out of 53 respondents agreeing they were appropriate, respectively.
- Option 3 received significantly less support, with only 21 out of 53 respondents agreeing it was appropriate.
- Among RTO representatives, 33 out of 40 supported Option 1, and 37 out of 43 supported Option 2

When asked which of the three options they would most support most, Option 2 was selected significantly more than Option 1 or 3. Option 2 was preferred by 30 of the 53 stakeholders (25 of which were from RTOs), only 9 stakeholders preferred Option 1 and 14 preferred Option 3.

When asked to indicate their preferred option:

- Option 2 received the most support from stakeholders, selected by 30 out of 53 stakeholders (including 25 from RTOs).
- Option 1 was preferred by 9 stakeholders.
- Option 3 was chosen by 14 stakeholders.

Stakeholders who supported Option 2 provided valuable insights:

"*Case management is a fundamental component of community services work and a critical skill for students to develop before entering the industry. The removal of the 100-hour placement requirement presents an effective solution, as these essential skills can be effectively taught and practiced in a simulated environment. This approach is not only practical but also ensures that student learning does not compromise the confidentiality and*

privacy of service users. By using simulations, students can gain hands-on experience in a controlled setting, preparing them for real-world scenarios while adhering to ethical and professional standards." – Stakeholder from an RTO

"Where confidential, sensitive and sometimes invasive matters are concerned…having the opportunity to undertake practical components via simulations is better for the student…if a student is placed with a provider, they may only experience one type of scenario whereas in simulation they can ensure the student experiences a wide range of scenarios to test possible issues/experiences with personalised feedback." – Stakeholder from a medium sized employer

There were no other alternative suggestions proposed by stakeholders. However, stakeholders provided additional feedback regarding potential changes to the 100-hour work placement requirement:

"The 100 hours attached to this unit needs to stay into the qualification to ensure the learners have enough time to practice their skills before completing their qualification." – Stakeholder from an RTO

"Have the work placement requirement at the course level, as opposed to at a unit level." – Stakeholder from an RTO

Further recommendations included modifying the wording of CHCCSM013:
"Amend the assessment requirements to "Contribute to Case management" rather than demonstrate "All aspects of case management" - it is unrealistic/impractical to expect a student to undertake all aspects of case management in 100hrs in a workplace. Also some workplaces who have regulatory requirements may be prepared to offer opportunities where the student is in a supportive role rather than lead role."
– Stakeholder from an RTO

"Amendments to performance evidence. Examples could include:
- *Performance criteria: PC2 - Attend, observe and contribute to case management meetings, PC3 - Work with stakeholders to contribute to case management processes*
- *Performance evidence: Contribute to and review case planning for three people."*
– Stakeholder from an RTO

Several stakeholders recommended relocating 100 hours of work placement to another unit within the three identified diploma qualifications. These recommended units were:

- *CHCDEV005 Analyse impacts of sociological factors on people in community work and services*

- o Core unit in the Diploma of Community Services and Diploma of Youth Work
- o Not included in the Diploma of Child, Youth and Family Intervention
- *CHCLEG003 Manage legal and ethical compliance*
  - o Core unit in the Diploma of Community Services and Diploma of Youth Work
  - o Not included in Diploma of Child, Youth and Family Intervention
- *CHCPRP003 Reflect on and improve own professional practice*
  - o Core unit in the Diploma of Community Services
  - o Not included in Diploma of Youth Work
  - o Elective unit in Diploma of Child, Youth and Family Intervention

Understanding workplace requirements for assessment conditions

The terminology associated with mandatory workplace requirements is inconsistently used across vocational education and training (VET) stakeholders. Work placement, as part of vocational education and training, provides learners opportunities to practice newly acquired skills while gaining an understanding of industry expectations and work pressures. Consequently, many registered training organisations (RTOs) have adopted training delivery models incorporating work placement or work-based learning to enhance learner experiences and outcomes.

Training package products outlines what learners need to know, be able to do and they prescribe assessment requirements, but they do not prescribe how someone should be trained. It leaves the choice of delivery methods, materials, and activities up to the educators and training organisations. A mandatory workplace requirement in a training product differs from a work placement voluntarily adopted by an RTO as a mode of delivery, and from training conducted under a contract of employment, such as in apprenticeships and traineeships[1].

When included in training package products, mandatory workplace requirements specify **conditions** under which **specified performance evidence** and/or **knowledge evidence must be demonstrated** in the workplace. Although mandatory workplace requirements may have been used in the past as a solution for implementation issues, this alone is not an appropriate reason for their ongoing inclusion in a training package. [2]

Use of simulation for assessment conditions

Some industry stakeholders have raised concerns about the inconsistent quality of assessment simulations in VET. However, when done well, simulation can effectively

[1] Department of Employment and Workplace Relations. (2022). *Mandatory workplace requirements: Good practice guide on the mark: 5 good practice principles guide for training product developers*.
[2]Department of Employment and Workplace Relations. (2022). *Mandatory workplace requirements: Good practice guide on the mark: 5 good practice principles guide for training product developers*.

replicate workplace conditions and provide a viable alternative. Students must demonstrate their competence by applying their skills and knowledge in a work-like environment.

A simulated workplace must replicate real workplace conditions to allow demonstration of performance evidence in the assessment requirements. Simulation using workshops and role plays is common in many industries where workplace assessment is not feasible. To create high fidelity simulation of the work environment, RTOS have developed scenarios and role plays with actors used to simulate workplace situations. This allows assessment to address requirements that have been difficult to achieve with certainty in the workplace.[3]

RTOs should engage with the community sector and keep records of industry engagement to ensure assessment practices are relevant to current industry needs. Students must have access to required and current workplace equipment, documents and facilities as described in the unit of competency.

Revised proposed CHCCSM013 Facilitate and Review Case Management

The consultation process provided valuable insights into the challenges associated with *CHCCSM013 Facilitate and Review Case Management* as a core unit in the three identified diploma qualifications. Stakeholder feedback strongly supported Option 2—removing the 100-hour work placement requirement while maintaining rigorous assessment conditions through simulation. This approach addresses regulatory barriers while ensuring students gain essential case management skills in a controlled learning environment.

Next steps

The consultation log alongside the draft training products will be submitted to the technical committee for support. Recommendations will then be submitted to the Training Package Assurance Body for consideration and recommended for endorsement by the Skills Ministers.

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[3] Australian Skills Quality Authority. (2021) *Guide to assessment tools.*